DE 6000 (6-64) DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON 25, D.C.

ERIC DOCUMENT RESUME

DATE OF RESUME: 3-3-66

1. ACCESSION NO.	2. ERIC SATELLITE CODE	3. CLEARING HOUSE CONTROL NO.
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DATE, NAME, AND COMPLETE ADDRESS OF AUTHORITY
TYPE OF RELEASE

4. SOURCE
City School District
Monroe County, Rochester, New York

5. TITLE
Increasing Intercultural Understanding through Pupil Transfer Plans

6. AUTHOR(S) Goldberg, Herman R.

7. DATE 11-4-65 | 8. PAGINATION 28p. | 9. REFERENCES N.A.

10. REPORT/SERIES NO. N.A.

11. CONTRACT NO. N.A.

12. PUBLICATION DATE
N.A.

13. SPONSOR N.A.

14. PUBLISHER N.A.

15. ABSTRACT (150 words max.)

The City School District's project, Increasing Intercultural Understanding Through Pupil Transfer Plans, aims to increase the opportunities of disadvantaged children for worthwhile intercultural experiences, and to improve the motivation and achievement of Negro children. Certain neighborhoods in Rochester house most of the Negro residents of the city--a circumstance which forces many Negro pupils to attend racially imbalanced schools. Because the motivation and achievement of Negro pupils tend to be depressed when they do not have the opportunities to attend racially balanced schools, the Board of Regents of the State of New York and the Board of Education of the City of Rochester have made it a matter of policy to reduce racial imbalance in the schools. To help accomplish this purpose, the project will initiate, expand, or improve five major programs which involve transfer of pupils. Expansion of the open enrollment program will involve adding itinerant teachers to free teachers in receiving schools to visit any city, homes, and classes and to prepare additional materials. Additional materials and intercultural understanding will be provided under the expansion of the voluntary extended home zone plan. Title I funds will supplement State funds in the program to extend open enrollment to West Irondequoit. The Brighton summer school program, formerly funded by the PTA's of the participating schools, will be funded under Title I. Seventy-five elementary school children from Brockport and a like number from the inner city of Rochester will participate in the Brockport summer school program, funded under Title I.

16. RETRIEVAL TERMS (Continue on reverse)

intercultural programs	open enrollment
transfers	educational disadvantagement
transfer policy	educational needs
Negro youth	summer schools
disadvantaged youth	evaluation
motivation	information dissemination
achievement	community programs
racial imbalance	evening programs

17. IDENTIFIERS

Rochester, New York	Brighton summer school program
Brockport summer school program	West Irondequoit

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

BUDGET BUREAU NO. 51-R1176
APPROVAL EXPIRES 6-30-65

APPLICATION FOR PAYMENT UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965
(TITLE II, PUBLIC LAW 89-10, AS AMENDED BY P.L. 89-750, TITLE I)

EDC02746

Part I - Basic Data

INSTRUCTIONS	TO BE COMPLETED BY STATE EDUCATIONAL AGENCY			
BE SURE TO READ THE ACCOMPANYING INSTRUCTIONS BEFORE COMPLETING QUESTIONNAIRE.	STATE CODE	COUNTY CODE	LOCAL EDUCATIONAL AGENCY NO.	CONGRESSIONAL DISTRICT
ORIGINAL AND 4 COPIES TO THE STATE EDUCATIONAL AGENCY.	42	26	26-16-00	36 AND 37

EDC02746

CERTIFICATION OF LOCAL EDUCATIONAL AGENCY

THE APPLICANT DESIGNATED BELOW HEREBY APPLIES TO THE STATE EDUCATIONAL AGENCY FOR FINANCIAL ASSISTANCE PURSUANT TO PUBLIC LAW 89-10, TITLE II (PUBLIC LAW 89-10, TITLE I) AND ASSURES THAT: THE FILING OF THIS PART I OF THE APPLICATION HAS BEEN DULY AUTHORIZED BY THE LOCALLY CONSTITUTED GOVERNING AUTHORITY OF APPLICANT LOCAL EDUCATIONAL AGENCY AND THE REPRESENTATIVE EXECUTING THIS APPLICATION HAS BEEN DULY AUTHORIZED BY FORMAL ACTION OF SAID GOVERNING AUTHORITY TO FILE THIS PART I OF THE APPLICATION FOR AND IN BEHALF OF SAID APPLICANT, AND OTHERWISE TO ACT AS THE AUTHORIZED REPRESENTATIVE OF THE APPLICANT IN CONNECTION WITH THIS APPLICATION. SAID AUTHORIZATION WAS VOTED AND MADE A PART OF THE MINUTES IN AN OFFICIAL MEETING OF THE GOVERNING AUTHORITY HELD ON November 4, 1965.

LEGAL NAME OF LOCAL EDUCATIONAL AGENCY	AUTHORIZED REPRESENTATIVE FOR LEA		
City School District	NAME AND TITLE (TYPED OR PRINT) Herman R. Goldberg Superintendent of Schools		
CITY OR TOWN: Rochester	COUNTY: Monroe	MAILING ADDRESS (STREET, CITY, STATE, ZIP CODE) 13 Fitzhugh Street South Rochester, New York 14614	TELEPHONE (AREA CODE, LOCAL NO.) 716- 325-4560
CONGRESSIONAL DISTRICT: 36th and 37th	STATE: New York	SIGNATURE Herman R. Goldberg	DATE November 4, 1965

SECTION A - ORGANIZATION AND MEMBERSHIP DATA

1 NUMBER OF ELEMENTARY & SECONDARY SCHOOLS BY GRADE SPAN (Use as many entries in col. 1 as there are grade spans combinations of grades (K-2, K-6, 7-12, etc.) desired in col. 2 Number of schools with each such organization and total number of schools.)

GRADE SPANS (K-6, 7-12, ETC.)	NUMBER OF SCHOOLS
K - 6, 1 - 6	1
K - 6	10
K - 7	31
7 - 12	5
8 - 12	4
TOTAL NUMBER OF SCHOOLS	52

3 LEGAL NAMES OF DISTRICTS IN WHICH NON-RESIDENT CHILDREN REPORTED IN ITEM 2, COL. 3 RESIDE, AND THE COUNTY OR COUNTIES IN WHICH EACH SUCH DISTRICT IS LOCATED.

LEGAL NAME OF DISTRICT	COUNTY OR COUNTIES
SEE ATTACHED SHEET	

2 CURRENT MEMBERSHIP AS OF FALL 1965, AS NEAR OCT. 1 AS POSSIBLE (INCLUDE DATA ONLY FOR THOSE GRADES FOR WHICH APPLICANT IS RESPONSIBLE UNDER STATE LAW. IF NECESSARY, ESTIMATE AND WRITE "EST." BESIDE ENTRY).

GRADE LEVELS (1)	NUMBER OF RESIDENT AND NON-RESIDENT USE BEST DATA AVAILABLE TO INDICATE TOTAL MEMBERSHIP (2)	NUMBER OF NON-RESIDENT IF DATA NOT AVAILABLE BY INDIVIDUAL GRADES, BRACKET GRADE SPANS (1-8, 9-12, ETC.) AND ENTER TOTAL NUMBER FOR EACH GRADE SPAN (3)
PRE-SCHOOL BELOW KIND.	0	0
K	4506	1
1	4482	5
2	3862	5
3	3753	6
4	3320	8
5	3128	7
6	2971	9
7	2870	1
8	2644	2
9	3174	35
10	2804	48
11	2807	51
12	2523	51
OTHER (INCL. SPECIAL UNGRADED, ETC.)	2283	36
TOTALS:	45,223	270

Accept Nov 5, 1965
Title I, P.L. 89-10

EDO02746

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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2. [illegible] (IF DIFFERENT FROM NAME REPORTED IN ITEM 1 OF PREVIOUS YEAR) [illegible] DATE OF PREVIOUS YEAR WITH DISTRICTS

a. AGENCY SUBMITTING FOR FINAL BUDGET APPROVAL	b. DATE SUCH AGENCY APPROVED 1965-66 BUDGET	c. IF NOT APPROVED, DATE SUCH APPROVAL EXPECTED
Wilmington City Council	May 14, 1965	

3. EXPENDITURES AND BUDGET

	1	64-65 (EXPEND.) 2	65-66 BUDGET 3
a	EXPENDITURES FROM CURRENT REVENUES FOR ADMINISTRATION, INSTRUCTION, ATTENDANCE, AND HEALTH SERVICES, PUPIL TRANSPORTATION SERVICES, OPERATION OF PLANT, MAINTENANCE OF PLANT, AND FIXED CHARGES (SERIES 100-800 IN HANDBOOK II)	$31536168	$35,296,491
b	EXPENDITURES FROM CURRENT REVENUES FOR: FOOD SERVICE DEFICIT (HANDBOOK II, ACCOUNT 930), STUDENT-BODY ACTIVITIES DEFICIT (ACCOUNT 1030), IMPROVEMENTS TO SITES (ACCOUNT 1210-c), REMODELING BUILDINGS (ACCOUNT 1220-c), AND INITIAL OR ADDITIONAL EQUIPMENT (ACCOUNT 1230)	204,218	260,215
c	TRANSFER PAYMENTS TO OTHER LOCAL EDUCATIONAL AGENCIES FOR THE EDUCATION OF APPLICANT'S CHILDREN (TO BE COMPLETED ONLY BY AGENCIES NOT OPERATING ANY SCHOOL)	---	---
d	(SUM OF a, b AND c) TOTAL:	$31,740,386	$35,556,706

3 AMOUNT OF MAXIMUM BASIC GRANT AS DETERMINED BY YOUR STATE EDUCATION AGENCY — $ 1,918,87872

4 (IF BUDGET HAS FINAL APPROVAL, COMPLETE ITEMS 4a AND 4b BELOW)

a	30 PERCENT OF AMOUNT IN ITEM 2b ABOVE FOR 1965-66	$10,667,01200
b	APPLICANT'S MAXIMUM BASIC GRANT IN ITEM 3 OR 4a ABOVE, WHICHEVER IS LESS	$ 1,918,87872

(IF BUDGET DOES NOT HAVE FINAL APPROVAL, COMPLETE ITEMS 4c AND 4d BELOW)

c	30 PERCENT OF AMOUNT IN ITEM 2b ABOVE FOR 1965-66	$
d	APPLICANT'S MAXIMUM BASIC GRANT (ITEM 3 OR 4c ABOVE, WHICHEVER IS LESS) PENDING FINAL APPROVAL OF 1965-66 BUDGET	$

5 APPLICANT'S COMBINED FISCAL EFFORT 1963-64, 1964-1965

	YEAR 1	CURRENT EXPENDITURES (FROM ACCOUNTS INCLUDED IN DETERMINING THE AMOUNTS IN LINE 2b ABOVE) TOTAL 2	FROM FEDERAL FUNDS (SEE INSTRUCTIONS) 3	FROM NON-FEDERAL SOURCES (COL. 2 - COL. 3) 4	AVERAGE DAILY ATTENDANCE (SEE INSTRUCTIONS) 5	AVERAGE PER PUPIL EXPENDITURE FROM NON-FEDERAL FUNDS (COL. 4 ÷ COL. 5) 6
a	1963-64	$29,218,293	$ 112,478	$29,105,815	41,284.43	$ 705.01
b	1964-65	31,740,386	88,088	31,652,298	41,517.02	762.39
c	INCREASED (DECREASED) 1964-65 OVER 1963-64	2,522,093	(24,390)	2,546,483	232 59	57.38
d	ESTIMATED AMOUNT 1965 - 66	$35,556,706	$ 105,580	$35,451,126	41,709.00	$ 849.96

6 (IF AMOUNT SHOWN ON LINE 5c, COL. 6, IS A DECREASE, COMPLETE THE FOLLOWING)

a	AMOUNT OF DECREASE	$
b	95 OF AMOUNT ON LINE 5a, COL. 6.	$

7 IF LINE 6a ABOVE EXCEEDS LINE 6b, DOES APPLICANT ASSERT THAT THE COMBINED FISCAL EFFORT FOR 1964-65 WAS NOT LESS THAN 1963-64? 1 ☐ YES 2 ☐ NO. (IF "YES", EXPLAIN) IF ADDITIONAL SPACE IS NEEDED ATTACH A SEPARATE SHEET.

CITY SCHOOL DISTRICT
ROCHESTER, NEW YORK

ATTACHMENT FOR ITEM 3

DISTRICT	COUNTY
Avon	Livingston
Bloomfield	Ontario
Brighton No. 1	Monroe
Brighton No. 2	Monroe
Brockport	Monroe
Canandaigua	Ontario
Churchville-Chili	Monroe
East Rochester	Monroe
Fairport	Monroe
Gates-Chili	Monroe
Greece	Monroe
Hilton	Monroe
Holley	Orleans
Honeoye Falls	Monroe
Irondequoit No. 1	Monroe
Irondequoit No. 3	Monroe
Livonia	Livingston
Ontario	Wayne
Penfield	Monroe
Perry	Wyoming
Pittsford	Monroe
Rush-Henrietta	Monroe
Spencerport	Monroe
Victor	Ontario
Webster	Monroe
Wheatland-Chili	Monroe

PUPILS RESIDING AT
HILLSIDE CHILDREN'S CENTER

Allegany County
Cattaraugus County
Erie County
Livingston County
Montgomery County
Nassau County
Otsego County
Orleans County
Seneca County
Steuben County
Wayne County

CITY SCHOOL DISTRICT
ROCHESTER, NEW YORK

SECTION C. ELIGIBLE SCHOOL ATTENDANCE AREAS AND SPECIAL EDUCATIONAL NEEDS

1. School Attendance Areas with High Concentrations of Children from Low Income Families

a. Order of Concentration from Highest to Lowest

1. Dag Hammarskjold School No. 6
2. Andrews School No. 9
3. Chester Dewey School No. 14
4. Nathaniel Rochester School No. 3
5. Clara Barton School No. 2
6. George Mather Forbes School No. 4
7. Madison High School
8. Susan B. Anthony School No. 27
9. Henry Lomb School No. 20
10. Freeman Clarke School No. 15
11. John Williams School No. 5
12. William H. Seward School No. 19
13. Whitney School No. 17
14. Horace Mann School No. 13
15. Adlai E. Stevenson School No. 29
16. Hamilton School No. 31
17. Henry W. Longfellow School No. 36
18. Benjamin Franklin High School
19. East High School
20. Monroe High School
21. West High School
22. Jefferson High School

b. Substantiation of Classification

Most of the attendance areas listed above were defined in cooperation with Action For a Better Community, Inc., the local community action agency. This agency conducted extensive studies during the 1964-65 school year to determine areas of poverty in the City of Rochester. The major criteria for determining these attendance areas based upon census data were:

1. Percentage of families with low income
2. Percentage of deteriorated housing
3. Percentage of multi-family dwellings
4. Percentage of renter occupied dwellings
5. Percentage of non-white population
6. Percentage of mobility
7. Percentage of adults with eight years or less education
8. Percentage of laborers or service workers
9. Percentage of unemployment

In addition, the results of the standardized testing program of the City School District show that the children in the attendance areas listed above perform lower on tests of ability and achievement than do children in other areas of the city. Those high schools in the list above were selected because they are receiving schools for the elementary school attendance areas listed.

2. Special Educational Needs of Educationally Deprived Children

a. Special Educational Needs in Priority Order

1. Increased opportunities for intercultural and interracial experiences.

2. Increased health supervision and care including personal hygiene, nutrition, and specific medical diagnostic service.

3. Pre-kindergarten group experiences.

4. More attention to stronger ego development and self-concept.

5. Improvement of basic skills.

6. Positive verbal stimulation and eye-hand coordination.

7. Increased attention from professional and para-professional workers who understand their needs, have had training in meeting them, and demonstrate skill in being able to meet these needs on a continuous basis.

8. Increased ability for intelligible communication in speech and writing.

9. Additional contact experiences separate from the immediate home environment.

10. Initial or broader exposure to books, art objects, musical recordings, etc. for specific learnings and broader cultural development.

11. Therapeutic services including psychology, social work, art-therapy and other hand work experiences that may assist children whose compliance with socially acceptable behavior is not yet in evidence.

12. The state of having had experiences about which oral and written expression becomes meaningful; in other words, there must be impressions made upon children before expressions can be gleaned from them.

13. A more realistic awareness of the working world about them.

In assessing a variety of human needs in priority order, it must be realized that the interrelationships of many of these needs preclude ranking with positive assurance. We believe that the majority of the needs listed above could occupy equal priority status.

b. Evidence of Need

Educators experienced in working with educationally deprived children can attest to the above list of pressing needs of such children on the basis of their experience and long expressed concerns of public health nurses, psychologists, social workers, parent education and child development workers, pediatricians, pediatric psychiatrists, certified teachers of early childhood and elementary school grades, and certified teachers of junior and senior high school grades.

The constant uphill battle to obtain sufficient financial resources constitutes recurring evidence of this need.

The tendency to spread services as equally as possible throughout all schools in a district, thereby satisfying a larger number of parents, may constitute additional evidence that society has not normally granted fiscally dependent school districts in urban areas sufficient funds to meet the important needs of all children and at the same time the extra funds to meet the special needs of the deprived.

The annual struggle for relief from municipal overburden is perhaps the strongest testimony of the incidence and severity of the needs listed above.

Duplicate Copy

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

Title I

WALTER CREWSON
ASSOCIATE COMMISSIONER FOR
ELEMENTARY, SECONDARY
AND ADULT EDUCATION

ELEMENTARY AND SECONDARY EDUCATION ACT
TITLE I OFFICE
IRVING RATCHICK, COORDINATOR

January 3, 1966
Date

Mr. John F. Hughes, Director
Division of Program Operations
Department of Health, Education and Welfare
Office of Education
Washington, D. C. 20202

Dear Mr. Hughes:

Enclosed as described below are copies of Part I, Basic Data and Part II, Project Application for Title I, ESEA, Projects to which we have given approval:

LEA	CODE	ITEMS
Rochester	26-16-00-66-000	Part I - Basic Data
Rochester	26-16-00-66-001	Increasing Intercultural Understanding Through Pupil Transfer Plans
Rochester	26-16-00-66-002	Removing Blocks to Learning Through Counseling
Rochester	26-16-00-66-003	Raising Aspirational Levels Through a Typewriter Loan Program
Rochester	26-16-00-66-004	Strengthening Instruction in Composition in an Inner City High School
Rochester	26-16-00-66-005	A Three-for-Two Plan to Reduce Teacher-Pupil Ratio in Six Inner City Schools
Rochester	26-16-00-66-006	Expanding Cultural Horizons Through Field Trips
Rochester	26-16-00-66-007	Speech and Hearing Therapy for the Elimination or Improvement of Defective Speech and/or Problems Resulting from Hearing
Rochester	26-16-00-66-008	A Mobile Art Gallery Bringing Original Works of Art to School Children
Rochester	26-16-00-66-009	Mobile Library Service to Inner City Children
Rochester	26-16-00-66-010	English for the Foreign Born Child

If you need any additional information on the above mentioned enclosures, please let me know.

Sincerely yours,

Irving Ratchick

Irving Ratchick
Coordinator
Title I, ESEA

Enc.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

WALTER CRFWSON
ASSOCIATE COMMISSIONER FOR
ELEMENTARY, SECONDARY
AND ADULT EDUCATION

ELEMENTARY AND SECONDARY EDUCATION ACT
TITLE I OFFICE
IRVING RATCHICK, COORDINATOR

January 3, 1966
Date

Mr. John F. Hughes, Director
Division of Program Operations
Department of Health, Education and Welfare
Office of Education
Washington, D. C. 20202

Dear Mr. Hughes:

Enclosed as described below are copies of Part I, Basic Data and Part II, Project Application for Title I, ESEA, Projects to which we have given approval:

LEA	CODE	ITEMS
Rochester	26-16-00-66-011	Learning Skills Centers for Emotionally Deprived Children
Rochester	26-16-00-66-012	Art Action Centers Providing for Creativity in Three Dimensional Expression
Rochester	26-16-00-66-013	Inter-City Audiovisual Bus Trips for Educationally Deprived Children
Rochester	26-16-00-66-015	Family Nursery School
Rochester	26-16-00-66-016	Providing Psychological and Social Work Services to Parochial School Children
Rochester	26-16-00-66-017	Inservice Education for Teachers and Administrators of Educationally Deprived Children

If you need any additional information on the above mentioned enclosures, please let me know.

Sincerely yours,

Irving Ratchick

Irving Ratchick
Coordinator
Title I, ESEA

Enc.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-R518
APPROVAL EXPIRES: 5-31-67

PLEASE READ THE ACCOMPANYING INSTRUCTIONS BEFORE COMPLETING THIS APPLICATION.

TO BE COMPLETED BY STATE EDUCATIONAL AGENCY

STATE CODE	STATE PROJECT NO.	DATE APPROVED	TOTAL AMOUNT APPROVED
			$

	AMOUNT PREVIOUSLY APPROVED	AMOUNT CURRENTLY AVAILABLE	COUNTY CODE	LEA NO.	LEA PROJECT NO. FY	LEA PROJECT NO. NO.	LEA PROJECT NO. COOP	AMOUNT APPROVED
1	-	$1918578.72	08	[illegible]	66	021	—	$ 103,624
2								$
3								$
4								$

CERTIFICATION OF LOCAL EDUCATIONAL AGENCY (LEA)

THE APPLICANT(S) DESIGNATED BELOW HEREBY APPLIES TO THE STATE EDUCATIONAL AGENCY FOR APPROVAL OF A GRANT OF FEDERAL FUNDS FOR THE PURPOSE OF PROVIDING PROGRAMS FOR MEETING THE SPECIAL EDUCATIONAL NEEDS OF EDUCATIONALLY DEPRIVED CHILDREN OF LOW-INCOME FAMILIES AS SET FORTH IN THIS PROJECT APPLICATION.

THE APPLICANT(S) DECLARE(S) THAT THE DATA IN SUPPORT OF THIS APPLICATION ARE CORRECT AND COMPLETE; THAT THE FILING OF THIS APPLICATION HAS BEEN DULY AUTHORIZED BY THE LOCAL EDUCATIONAL AGENCIES DESIGNATED BELOW; THAT EACH UNDERSIGNED OFFICER HAS BEEN DULY AUTHORIZED BY FORMAL ACTION OF LOCAL EDUCATIONAL AGENCIES TO FILE THIS APPLICATION FOR AND IN BEHALF OF SAID APPLICANT(S) AND OTHERWISE TO ACT AS THE AUTHORIZED REPRESENTATIVE(S) OF THE APPLICANT(S) IN CONNECTION WITH THIS APPLICATION.

1. LEGAL NAME OF LOCAL EDUCATIONAL AGENCY: City School District

AUTHORIZED REPRESENTATIVE FOR LEA

NAME AND TITLE (TYPED OR PRINT): Herman R. Goldberg, Superintendent of Schools

CITY OR TOWN	COUNTY	MAILING ADDRESS (STREET, CITY, STATE, ZIP CODE)	TELEPHONE (AREA CODED LOCAL NO.)
Rochester,	Monroe	13 Fitzhugh Street, South Rochester, New York 14614	716-325-4560
CONGRESSIONAL DISTRICT: 36th and 37th	STATE: New York	SIGNATURE: Herman R. Goldberg	DATE: October 8, 1965

CERTIFICATION OF LOCAL EDUCATIONAL AGENCIES FOR COOPERATIVE PROJECTS

2. LEGAL NAME OF LOCAL EDUCATIONAL AGENCY

AUTHORIZED REPRESENTATIVE FOR LEA

NAME AND TITLE (TYPED OR PRINT)

CITY OR TOWN	COUNTY	MAILING ADDRESS (STREET, CITY, STATE, ZIP CODE)	TELEPHONE (AREA CODED LOCAL NO.)
CONGRESSIONAL DISTRICT	STATE	SIGNATURE	DATE

3. LEGAL NAME OF LOCAL EDUCATIONAL AGENCY

AUTHORIZED REPRESENTATIVE FOR LEA

NAME AND TITLE (TYPED OR PRINT)

CITY OR TOWN	COUNTY	MAILING ADDRESS (STREET, CITY, STATE, ZIP CODE)	TELEPHONE (AREA CODED LOCAL NO.)
CONGRESSIONAL DISTRICT	STATE	SIGNATURE	DATE

4. LEGAL NAME OF LOCAL EDUCATIONAL AGENCY

AUTHORIZED REPRESENTATIVE FOR LEA

NAME AND TITLE (TYPED OR PRINT)

CITY OR TOWN	COUNTY	MAILING ADDRESS (STREET, CITY, STATE, ZIP CODE)	TELEPHONE (AREA CODED LOCAL NO.)
CONGRESSIONAL DISTRICT	STATE	SIGNATURE	DATE

SECTION I - PROJECT INFORMATION

1 BRIEF DESCRIPTIVE TITLE OF THE PROJECT: Increasing Intercultural Understanding Through Pupil Transfer Plans

2 DESCRIBE THE PROJECT, USING ONLY THE SPACE BELOW: To increase intercultural understanding and to improve the achievement, attitudes, and self-concept of inner city children. Open enrollment to city and suburban schools is planned. Inner city children will have the opportunity to attend summer school in suburban settings.

3 PROPOSED SCHEDULE FOR PROJECT

	DATES
A PLANNING AND ADMINISTRATIVE PREPARATION (INCLUDE ACTIVITY BEGUN PRIOR TO SUBMISSION OF THIS APPLICATION) — BEGINNING	September 1963
B CONDUCT OF PROJECT — BEGINNING	10/8/65
B CONDUCT OF PROJECT — ENDING	8/30/66

4 LOCATION OF PROJECT IN SCHOOL ATTENDANCE AREAS HAVING HIGH CONCENTRATIONS OF CHILDREN FROM LOW-INCOME FAMILIES

NAME OF SCHOOL(S) IN ATTENDANCE AREAS (IF COOPERATIVE PROJECT, GIVE NAME OF LEA AFTER NAME OF SCHOOL)	GRADE SPAN	MEMBERSHIP AS OF OCT. 1, 1965
Schools No. 2,3,4,29	K-6	3312
School No. 6	K-2	861
School No. 9	3-7	776
Schools No. 19 and 20	K-6	1888
Schools No. 14 and 27	K-7	1754
TOTAL:		8591

5 ESTIMATED NUMBER OF CHILDREN RESIDING IN THESE ATTENDANCE AREAS AND ATTENDING NON-PUBLIC SCHOOLS

A	ELEMENTARY GRADE SPANS K TO 8	2505
B	SECONDARY GRADE SPANS 9 TO 12	561
C	TOTAL:	3066

6 ESTIMATED NUMBER OF ALL CHILDREN AGED 5-17 LIVING IN THESE ATTENDANCE AREAS

A	NUMBER ENROLLED IN ANY PUBLIC OR NON-PUBLIC SCHOOL	14,985
B	NUMBER NOT ENROLLED IN ANY SCHOOL	559
C	TOTAL:	15,544

7 NUMBER OF CHILDREN AND ADULTS PARTICIPATING DIRECTLY IN THIS PROJECT (IF THIS IS A COOPERATIVE PROJECT, ENTER TOTALS HERE AND PROVIDE A SEPARATE TABLE FOR EACH LOCAL EDUCATIONAL AGENCY.)

A NUMBER OF CHILDREN PARTICIPATING (SEE INSTRUCTIONS)

GRADE LEVEL	NUMBER ENROLLED: PUBLIC	NUMBER ENROLLED: NON-PUBLIC	NOT ENROLLED	AMOUNT OF TIME PER CHILD: AVERAGE NUMBER: WEEKS	HOURS PER WEEK	HOURS PER CHILD
KINDERGARTEN	K 126	-	-	40	13	520
1	177	-	-	40	27	1080
2	173	-	-	40	27	1080
3	187	-	-	40	27	1080
4	148	-	-	40	27	1080
5	143	-	-	40	27	1080
6	134	-	-	40	27	1080
7	45	-	-	40	27	1080
8	-	-	-			
9	-	-	-	Plus summer		
10	-	-	-	programs for		
11	-	-	-	some children		
12	-	-	-			
OTHER	-	-	-			
TOTAL:	1133	-	-	320	202	8080
			AVERAGE ALL GRADES:	40	29	1010

B NUMBER OF ADULTS PARTICIPATING

A	TEACHERS	310
B	PARENTS	-
C	ADMINISTRATORS	45
D	ADULT VOLUNTEERS	-
E	OTHER SCHOOL PERSONNEL	-
F	OTHER ADULTS (SPECIFY)	-
	TOTAL:	355

8 NUMBER OF OTHER CHILDREN IN THIS PROJECT AREA WHO NEED THE SERVICES TO BE PROVIDED BY THIS PROJECT OR A PREVIOUSLY APPROVED PROJECT: NUMBER 5000

9 NUMBER OF OTHER EDUCATIONALLY DEPRIVED CHILDREN IN THIS PROJECT AREA WHO NEED OTHER TYPE OF SERVICES THAN THOSE PROVIDED BY THIS PROJECT

TYPE OF SERVICE	NUMBER OF CHILDREN
Intercultural experiences are only part of a child's education. These children also need such services as enriched materials, more teachers, improved health services, and additional cultural opportunities.	11,000
TOTAL:	

10 PROJECT OBJECT = NON-CONSTRUCTION (TO BE LIMITED TO ADDITIONAL COST DIRECTLY ATTRIBUTABLE TO THIS PROJECT).
INCLUDE FURTHER DETAIL, INCLUDING EQUIPMENT LISTS, AS REQUESTED BY THE STATE EDUCATIONAL AGENCY.

	ITEM	SALARIES	OTHER	TOTAL
100	ADMINISTRATION	10,743	100	10,843
200	INSTRUCTION	52,400	5905	58,305
300	ATTENDANCE SERVICE			
400	HEALTH SERVICES			
500	PUPIL TRANSPORTATION SERVICE	1,725	4140	
600	OPERATION OF PLANT			
700	MAINTENANCE OF PLANT			
800	FIXED CHARGES		14,453	
900	FOOD SERVICES	960		
1000	STUDENT BODY ACTIVITIES			
1100	COMMUNITY SERVICES			
	(SUM OF ITEMS 300 THROUGH 1100) SUBTOTALS	2,685	18,593	21,278
1220a	PLANT REMODELING			
1230	INITIAL OR ADDITIONAL EQUIPMENT			
	OTHER - SPECIFY Tuition & Loss of Revenue		15 198	
	(SUM OF ITEMS 1220 AND 1230) SUBTOTALS	- =	15,198	15,198
	GRAND TOTAL =	65,828	39,176	105,634

ESTIMATED AMOUNT REQUIRED FOR EXPENSES TO BE INCURRED BY DECEMBER 31, 1968 — 22,500

ENTER THE TOTAL UNDER "OTHER" INCLUDE ANY AMOUNT FOR CONTRACTED SERVICES
YES ☐ NO ☐ IF YES, PLEASE EXPLAIN IN AN ATTACHMENT. See Detailed Budget

11 DISTRIBUTE THE AMOUNT OF THE GRAND TOTAL IN ITEM 10 AMONG THE FOLLOWING CATEGORIES

	CATEGORIES	AMOUNTS FOR NEW ACTIVITIES TO BE INCLUDED IN PROJECT AREA	AMOUNTS FOR EXPANSION OF ACTIVITIES IN PROJECT AREA
a	FOR INSTRUCTION AND SUPERVISORY SERVICES FOR REMEDIATION, IMPROVEMENT, OR ADDITION TO CURRICULUM	=	93,199
b	IN SERVICE TRAINING WORKSHOPS	=	=
c	FOR GUIDANCE SERVICES, SUCH AS GUIDANCE, TESTING WORK, PSYCHOLOGICAL AND PSYCHIATRIC SERVICES	=	5,600
d	FOR SUPPORTING SERVICES, SUCH AS FOOD, HEALTH, RECREATIONAL OR WORK SERVICES	=	6,835

12 DOES THE AMOUNT "TOTAL SALARIES" IN ITEM 10 INCLUDE ANY PAYMENTS FOR PERSONS EMPLOYED IN EXCESS OF REGULAR SALARY SCHEDULES? NO ☒ YES ☐ IF "YES" INDICATE THE AMOUNTS

a	SALARY INCREASES DUE TO ADDITIONAL SERVICE HOURS	$ 520
b	SALARY INCREASES FOR OTHER PURPOSES (ATTACH DETAILED EXPLANATION)	$

13 READING PERSONNEL EMPLOYED BY THE LEA OR FOR WHOM POSITIONS ARE INCLUDED IN THE FY 1980 BUDGET

CLASSIFICATION (HANDBOOK VI CODE)		ACTIVITY ASSIGNMENT	TOTAL NUMBER IN APPLICANT'S DISTRICT		TOTAL NUMBER IN THIS PROJECT AREA	
			MORE THAN HALF-TIME	HALF-TIME OR LESS	MORE THAN HALF-TIME	HALF-TIME OR LESS
1	2	3	4	5	6	7
2230.01		READING ASSIGNMENTS:				
	1	READER = PRE-KINDERGARTEN				
	2	READER = KINDERGARTEN	76	22	22	4
	3	READER = SPECIAL READING AND LANGUAGE DEVELOPMENT	5	25		
	4	READER = SPEECH CORRECTIONIST	15		1	5
	5	READER = EMOTIONALLY DISTURBED	5		1	
	6	READER = PHYSICALLY HANDICAPPED	16		6	
	7	READER = MENTALLY RETARDED	84		22	
	8	READER = SOCIALLY MALADJUSTED				
	9	OTHER READING ASSIGNMENTS NOT SPECIFIED ABOVE.	1758		278	19
	10	(SUM OF ITEMS 1 - 9) SUBTOTAL:	1959	47	330	28
2230.02	11	READER AIDE ASSIGNMENT	32	60	12	6
2230.03	12	LIBRARIAN ASSIGNMENT	12			
2230.04	13	SUPERVISION ASSIGNMENT	43	70	11	3
2230.05 TO .08	14	ADMINISTRATION ASSIGNMENT (INC. 2230.05, .06, .07, .08, .09)	129		10	
2230.09	15	COUNSELING ASSIGNMENT	50		2	
2230.10	16	PSYCHOLOGIST ASSIGNMENT	21	3	1	5
2230.11	17	TESTING ASSIGNMENT				
2230.12	18	SOCIAL WORK ASSIGNMENT	20	1	3	4
2230.13	19	ATTENDANCE ASSIGNMENT	15			6
2230.20	20	NURSE ASSIGNMENT				
2230.25	21	PARAMEDICAL ASSIGNMENT				
2230.22	22	DENTIST ASSIGNMENT				
2230.23	23	DENTAL HYGIENIST ASSIGNMENT				
2230.30	24	OTHER PROFESSIONAL AND PARAPROFESSIONAL ASSIGNMENTS (NOT SPECIFIED ABOVE)	24			
	25	(SUM OF ITEMS 11 THROUGH 24) SUBTOTAL:	346	134	39	24
	26	(SUM OF ITEMS 10 AND 25) GRAND TOTAL:	2305	181	369	52

14 POSITIONS TO BE ADDED AS STAFF MEMBERS OF THE PROJECT

INSTRUCTIONS - FOR COLUMNS 3 AND 4, USE SEPARATE LINES FOR MORE THAN HALF-TIME AND HALF-TIME OR LESS.

	SPECIFIC POSITION TITLE 1	ACTIVITY ASSIGNMENT (COL. 2, ITEM 13) 2	NUMBER EMPLOYED: MORE THAN HALF-TIME 3	NUMBER EMPLOYED: HALF-TIME OR LESS 4	NUMBER OF MONTHS OF EMPLOYMENT 5	NUMBER OF UNPAID VOLUNTEERS 6
a	TEACHING POSITIONS					
	Classroom Teachers	9	4		9	
	Itinerant Teachers	9	6		7	
	TOTALS:		10			
b	STATE POSITIONS					
	Community worker	18	1		7	
	Coordinator for Title I	14		1	9	
	Secretary to Coordinator			1	9	
	Lunchroom Supervisors			2	9	
	Bus Matrons			4	2	
	TOTALS:		1	8		
c	TOTAL (a AND b):		11	8		

15 CAN THE SERVICES AND ACTIVITIES DESCRIBED IN THIS PROJECT APPLICATION BE PROVIDED IN EXISTING SCHOOL FACILITIES (WITH OR WITHOUT MINOR ALTERATIONS) OR IN RENTED FACILITIES?

1 ☒ YES 2 ☐ NO (IF "NO", COMPLETE ITEMS 16 AND 17 AND GIVE EXPLANATION BELOW UNDER "REMARKS".

16 REQUEST FOR FEDERAL FUNDS TO CONSTRUCT SCHOOL FACILITIES REQUIRED FOR THE OPERATION OF THE PROJECT

A DESCRIPTION OF NEW FACILITIES TO BE CONSTRUCTED OR MAJOR ALTERATIONS PROPOSED FOR EXISTING FACILITIES (ATTACH DRAWING)

B ESTIMATED COST OF PROPOSED FACILITIES

HANDBOOK II REFERENCE NO. 1		FACILITIES 2	AMOUNT 3	TOTAL AMOUNT 4
1210c	1	SITE PREPARATION AND IMPROVEMENTS	$	
1220a	2	ERECTION OF NEW STRUCTURES OR ADDITIONS		
1220c	3	REMODELING, ALTERATION, CONVERSION OR IMPROVEMENT OF EXISTING STRUCTURES		
1220a, c	4	UTILITY CONNECTIONS (IF NOT INCLUDED ABOVE)		
	5	SUBTOTAL: (LINES 1 THROUGH 4)	XXXXXXXXXXXXX	
1220b, c	6	BUILT-IN EQUIPMENT (IF NOT INCLUDED ABOVE)		
1220a, c	7	MOVABLE EQUIPMENT (ATTACH LIST)		
	8	SUBTOTALS (LINES 6 AND 7)	XXXXXXXXXXXXX	
1220A	9	ARCHITECTURAL AND ENGINEERING SERVICES		
1220A	10	LEGAL AND ADMINISTRATIVE SERVICES		
	11	SUBTOTAL: (LINES 9 AND 10)	XXXXXXXXXXXXX	
	12	GRAND TOTAL: (LINES 5, 8, AND 11)	XXXXXXXXXXXXX	

17 PROPOSED SITE FOR CONSTRUCTION OF SCHOOL FACILITY

A IS SUITABLE SITE AVAILABLE
1 ☐ YES 2 ☐ NO

B. LOCATION OF SITE

C APPLICANT'S INTEREST IN THE SITE
1 ☐ TITLE 2 ☐ LEASE 3 ☐ OPTION TO PURCHASE 4 ☐ OTHER (SPECIFY)

REMARKS

ASSURANCES

The applicant hereby assures Dr. James E. Allen, Jr. (Chief State School Officer) that:

a. The control of funds provided under this Title, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this Title, and that a public agency will administer such property and funds and apply them only for the purposes for which they are granted.

b. The local educational agency will make an annual report and such other reports to the State educational agency, in such form and containing such information, as may be reasonably necessary to enable the State educational agency to perform its duties under this Title, including information relating to the educational achievement of students participating in programs carried out under this Title, and will keep such records and afford such access thereto as the State educational agency may find necessary to assure the correctness and verification of such reports.

c. The Assurance of Compliance (HEW 441) or court order or desegregation plan previously filed with the Office of Education in accordance with the regulations of the Department of Health, Education, and Welfare applies to this application.

d. The amounts of non-Federal funds expended for free public education in the project areas will be maintained at the same level as they would have been maintained if no projects had been approved for those areas.

e. In the case of construction required for the project --

(1) The applicant will cause work on the project to be commenced within a reasonable time after receipt of notification from the _____ that funds have been allotted, and to be prosecuted to completion with reasonable diligence;

(2) The rates of pay for laborers and mechanics engaged in the construction will be not less than the prevailing local wage rates for similar work as determined in accordance with Public Law Numbered 403 of the 74th Congress, approved August 30, 1935, as amended, under standards, regulations, and procedures prescribed by the Secretary of Labor; and

(3) The applicant will comply with the rules, regulations, and relevant orders of the President's Committee on Equal Employment Opportunity issued pursuant to Executive Order 10925 of March 6, 1961, as amended by Executive Order 11114 of June 22, 1963, in connection with any contract for construction for which it receives Federal assistance under Public Law 81-874, Title II.

Herman R. Goldberg

SIGNATURE, APPLICANT'S REPRESENTATIVE

CITY SCHOOL DISTRICT
ROCHESTER, NEW YORK

B. Project Description

INCREASING INTERCULTURAL UNDERSTANDING THROUGH PUPIL TRANSFER PLANS

1. Special Educational Needs to be Met

One of the major functions of the public schools is to prepare children for life in a democratic society. This function depends in part upon the extent to which children have opportunities during their public school careers to become acquainted with children from a variety of cultures. The transfer plans described in this proposal will increase the opportunities of more children to have this type of experience.

In addition to the desired cultural benefits to all children which may be expected from pupil transfer plans, it is also anticipated that the program will improve the motivation and achievement of Negro children. Since several neighborhoods in the City of Rochester house most of the Negro residents and since this is attributed in part to discrimation in housing and employment, there is a tendency for the Negro child to develop the feeling that the world is against him due to his race. This tendency may be heightened if he attends a racially imbalanced school. The fact that the school is excellent in terms of staff and facilities may not overcome this belief on the part of the child.

By adopting pupil transfer plans, the Board of Education has said that all schools where there is room are schools in which Negro children are welcomed. This tells all Negro children that the school district is not closing any doors to them. For those students who participate in pupil transfer plans, it is believed that their experiences in a new cultural setting will stimulate them to higher educational achievement.

Pupil transfer plans are expected to benefit all children by broadening their cultural horizons and are expected to particularly motivate the Negro children involved to increased achievement and an improved self-image.

2. Specific Objectives of the Project

a. To increase the opportunities of all children for worthwhile intercultural experiences.

b. To motivate Negro children to higher levels of achievement.

c. To improve the self-image of Negro children.

3. Special Educational Activities to be Initiated and Maintained

There are five major programs being initiated, expanded, or improved under this project. Since these programs involve transfers to other public schools, children enrolled in private schools are not participating. A description of each program and the facilities to be used follows.

a. Open Enrollment

As a result of a resolution passed by the Board of Education on November 21, 1963, the administration was directed to initiate plans to implement the Open Enrollment Plan. Six schools which presented the highest proportion of racial imbalance were designated as sending schools. Eighteen schools having a non-white enrollment less than the citywide average were designated as receiving schools. The six sending schools are Clara Barton School No. 2, Nathaniel Rochester School No. 3, George Mather Forbes School No. 4, Dag Hammarskjold School No. 6, Andrews School No. 9, and Chester Dewey School No. 14.

In June, 1965, there were 480 children from the six sending schools on open enrollment. Plans were made to expand the program, and 658 children were reported to be on open enrollment in September, 1965. This number will be increased to more than 800 children through additional transfers to be made in late October. Twenty receiving schools will be involved.

Many of the costs of this program have been budgeted for by the City School District. Funds are being requested under Title I to cover those costs of expanding the program for which no money was budgeted locally. Such funds are expected to improve the program in quality as well as quantity. Itinerant teachers will be employed to make it possible for teachers in the receiving schools to visit inner city homes, to receive inservice training, to observe classes in inner city schools, and to prepare additional materials. An allotment will be made to provide more materials designed to improve intercultural understanding. A community worker will be employed to work closely with parents.

b. Voluntary Extended Home Zone Plan

The Voluntary Extended Home Zone Plan was initiated in September, 1965. Under this plan, children in three areas of the city may choose to attend any one of three schools. One of these three schools has an enrollment which is predominantly Negro. More than 200 children will be attending schools other than their home schools this fall under this plan.

Funds under Title I are being sought only to cover costs for which no money was budgeted locally and to provide increased materials on intercultural understanding in these schools. The schools participating in this program which are eligible for funds under Title I are William H. Seward School No. 19, Adlai E. Stevenson School No. 29, Henry Lomb School No. 20, and Susan B. Anthony School No. 27.

c. Extension of Open Enrollment to West Irondequoit

In April, 1965, the West Irondequoit Central School District requested the City School District of Rochester to extend its open enrollment program to the primary schools of West Irondequoit.

In September, 1965, twenty-five children from William H. Seward School No. 19 transfered to the West Irondequoit schools.

Funds to cover the costs of approximately fifty percent of the program were provided by the New York State Education Department. The remaining funds are being sought under Title I since no funds were budgeted locally for this project.

d. Brighton Summer School Program

During the past two years, children from William H. Seward School No. 19 have attended summer school in the Brighton Public Schools. Funds for this project were raised by the PTA's of both schools.

Funds are being requested under Title I to make it possible for inner city children to continue to have this opportunity. Students attending will receive enrichment opportunities in the areas of science, mathematics, and language arts. It is planned to send forty-two children to the Brighton summer school in the summer of 1966.

e. Brockport Summer School Program

The Campus School at the State University College at Brockport is planning a summer school which will involve 75 children in Grades K-6 from the Brockport area and 75 children from the inner city of Rochester.

Under the plan, children will attend mornings for a six week session. Several of the teachers to be employed for the program will be from the inner city schools of Rochester. Student teachers at the University will receive an excellent opportunity to work closely with both inner city children and teachers. Children from Brockport will receive unique opportunities to broaden their cultural horizons.

Funds are being sought under Title I to provide this unique opportunity for the seventy-five inner city children to be included.

4. Anticipated Effectiveness of the Project

a. Types and Extent of Improvement Expected

The pupil transfer programs are expected to increase intercultural understanding among all children. Such programs are also expected to improve the motivation, self-image, and achievement of the inner city children involved.

b. Basis for Expecting Improvement

Sociological and psychological evidence has shown that the motivation and achievement of Negro children tends to be depressed when such children do not have opportunities to attend racially balanced schools. Based on this evidence, the Board of Regents of the State of New York and the Board of Education of the City of Rochester have made it a matter of policy to reduce racial imbalance.

c. Alternative Methods of Achieving Objectives and Reasons for Selecting the Proposed Methods

There are a number of methods of reducing racial imbalance and broadening intercultural understanding. The methods contained in this proposal were selected due to their voluntary nature, their soundness in providing improved education, and the availability of facilities.

5. Procedures and Techniques for Evaluation

a. Effectiveness of the Total Program

The effectiveness of the program comprising all of the projects submitted or to be submitted will be determined primarily by a longitudinal study of the overall scholastic achievement of the pupils involved. The New York State Education Department is conducting a statewide testing program on an annual basis. In addition, the City School District administers tests of ability and achievement annually.

Utilizing the data gathered by these testing programs, the Division of Planning and Research will determine the extent to which improvements have been made in achievement each year. Historical comparisons will be made as well as a study of the progress of children as they proceed through school. Another major way of evaluating the total program will be to determine on a longitudinal basis if the holding power of the schools is improved.

In each specific project, questionnaire data on the effectiveness of the project will be gathered as one technique of evaluation. The compilation of data from these questionnaires will provide an additional measure for the overall evaluation of the total program.

Costs of implementing the statewide testing program are being included under this project. Although the New York State Education Department has supplied test booklets for this program, it will be necessary for the City School District to purchase answer sheets and to provide scoring and processing services. All tests will be scored centrally, thereby saving teacher time.

b. Effectiveness of this Project

The open enrollment program is being evaluated by Mr. George Rentsch of the Division of Administration as part of his doctoral work at the University of Buffalo. Matched pairs of children will be compared to determine differences in achievement, attitude, and self-concept. An investigation will also be made of ways in which teachers and administrators have made provision for effective integration in the receiving schools.

The West Irondequoit program is being evaluated by the Division of Planning and Research in cooperation with the West Irondequoit public schools. Control and experimental groups have been established by random sampling. Comparisons of achievement and attitude between the two groups will be made. Sociometric data will be obtained to determine the effect of the program on improving intercultural understanding. Depth interviews may be conducted with parents and children.

In addition, the summer school programs will be evaluated by the teachers involved through questionnaires designed to determine the extent to which the programs are meeting their objectives.

6. Dissemination of Significant Information

As projects are completed, reports will be written, mimeographed, and distributed to the total administrative and supervisory staff of the school district. The City School District of Rochester follows a policy of extensive exchange of information with other school districts. These reports will be available to other educational agencies throughout the nation upon request. Significant reports will be distributed to the large cities of the state and nation as part of a regular exchange of information already in existence among these large cities.

In addition, the Division of Planning and Research publishes In Search of Excellence on a periodic basis. This vehicle will be used to describe and report the results of all significant projects to the total teaching staff. The district's closed circuit television system will also be utilized so that the Superintendent of Schools and other administrative staff may personally keep teachers informed.

The City School District has already indicated its willingness to the U. S. Office of Education to participate in Project ERIC, and will transmit significant data to this agency. It will continue also to supply the National Education Association and similar groups with information as it has in the past.

Staff members of the district will continue to be encouraged to prepare articles for submission to professional journals. The district provides travel expenses for staff members, and a number of staff members share information on important projects at state and national meetings each year.

7. Coordination with Community Action Program

a. Community Action Agency

The Community Action Agency in the City of Rochester is Action for a Better Community, Inc. Mr. Otis E. Finley, Jr., Executive Director of ABC, is a member of the planning committee for the development of Title I projects; and Herman R. Goldberg, Superintendent of Schools, is a member of the Board of Directors of Action for a Better Community, Inc.

Close relationships have existed between the two agencies since the inception of the community action agency. The City School District is currently operating three major projects for ABC and operated three

additional summer programs. The school district's commitment to the antipoverty effort was highlighted by the assignment of Dr. Walter M. Lifton, Coordinator of Pupil Personnel Services, to serve as Interim Director of ABC during its first months of operation.

b. Descriptions of Community Action Programs Related to Elementary and Secondary Education

1. Lighted Schoolhouses

Supplementary education for students in grades 3 through 12, and some adults as well, at five inner city centers, mornings in the summer and late afternoons and evenings through the school year. Teaching by professional instructors, supplemented by neighborhood and volunteer aides, to help children overcome cultural and academic lacks and to improve their desire to learn. There is emphasis on speech and reading improvement for all ages. The centers also provide study space and recreation in a more informal environment than regular school.

The sponsoring organization is ABC, Inc. Staff members of the City School District helped develop the proposal. The work of the centers is coordinated with the activities in the neighborhood schools so that functions complement each other.

2. Work-Education-Training Centers

The setting up of three full-day Work-Education-Training Centers in the inner city for 153 three-year-olds and four-year-olds and 50 to 60 toddlers. The centers will also train some 30 members of the immediate community for full-time jobs at $1.75 an hour as nursery school aides, clerk-typists, cooks and kitchen managers and so on, and in addition some 18 NDTA trainees at the same pay rate. The centers will further serve as training sites for 51 members of the Neighborhood Youth Corps.

The sponsoring organization is the Rochester Board of Education. Leadership in the development of the program was provided by the Division of Pupil Personnel Services of the City School District.

3. Neighborhood Youth Corps

Available to all young people 16 to 21, either in or out of school, who need jobs, but prefer to remain at home. Those in school can work up to 15 hours a week, those out of school 32 hours. Pay rate is $1.25 an hour in jobs with public and non-profit agencies. Emphasis is on learning good work habits and in fitting into work situations.

The sponsoring agency is ABC, Inc. Staff members of the City School District helped in the development of the program and continue to help in the selection and placement of young people.

4. Adult Education

For broadening City School District's adult basic education classes for reducing illiteracy and providing equivalent of an elementary school education.

The sponsoring agency is the Rochester Board of Education. The proposal was developed with the help of staff members of the City School District and is being implemented by them.

c. Coordination of this Project with Community Action Projects

All projects being submitted by the City School District have been planned to complement programs of Action for a Better Community, Inc. Duplication of effort has been avoided in all cases. An example of this close working relationship is the pre-school project being submitted by the City School District. This project will make it possible to continue Operation Headstart throughout the year. This was not possible for the community action agency due to a lack of funds.

d. Views on this Project of the Community Action Agency

Mr. Cole L. Finley, Jr., Executive Director of Action for a Better Community, Inc., was involved in the planning of the projects being submitted and is in agreement that these projects will be effective weapons in the war on poverty.

5. Coordination of this Project with Adjacent School Districts

Such coordination has not been necessary due to the heavy concentration of poverty within the city and the comparative lack of poverty in neighboring suburban school districts.

CITY SCHOOL DISTRICT
ROCHESTER, NEW YORK

ESTIMATED COSTS OF PROGRAM

INCREASING INTERCULTURAL UNDERSTANDING
THROUGH PUPIL TRANSFER PLANS

1.0 Personal Services

Position	No. to be appointed	Rate of pay	Length of employment on project	Total cost
Classroom Teachers*	4	$6000 per year	.50 year	$21,600
Itinerant Teachers--Open Enrollment	6	$6000 per year	.70 year	25,200
Community Worker--Open Enrollment	2	$8000 per year	.70 year	5,600
Coordinator for Title I	1	$12,000 per year	.50 year	6,000
Secretary to Coordinator	1	$4000 per year	.50 year	2,000
Lunchroom Supervisors	2	$3.00 per day	160 days each.	960
Bus Matrons--Summer School Programs	3	2.50 per hour	370 hours	925
Bus Matron--West Irondequoit Program	1	5.00 per day	160 days	800
Machine Operator--Test Scoring	Overtime	4.00 per hour	100 hours	400

* Additional teachers required in receiving schools due to expansion of open enrollment without an accompanying reduction of teachers in the sending schools.

1.0 Personal Services (Cont.)

Position	No. to be appointed	Rate of pay	Length of employment on project	Total Cost
Programming Time	Overtime	$6.00 per hour	20 hours	$ 120
Clerical Help--Hand Scoring of Tests--Data Collection	Part-time Help	2.47 per hour	900 hours	2223

2.0 Fringe Benefits

Benefit	Total Cost
2.1 Social Security (4.2% on first $6,600)	$2,765
2.2 Retirement (Teaching - 15%)	8,760
2.3 Retirement (Non-teaching - 11.5%)	230
2.4 Health Insurance ($254.00 per year)	2,698

3.0 Instructional Materials and Equipment

3.1 Instructional Materials

Item	Quantity	Unit Cost	Total Cost
A variety of materials to improve inter-cultural understanding	1000 children on transfer plans	$5.00 per child	$5,000

4.0 Other Services, Equipment and Supplies

4.1 Services

Contracting Agency	Type of Service	Cost of Each Service	Total Cost
To be determined by bid	Transportation for West Irondequoit program	$30 per day x 30 days less 90%	$ 240
To be determined by bid	Transportation for Brockport program	Two buses x $50 per day x 30 days	3,000
To be determined by bid	Transportation for Brighton program	$36 per day x 25 days	900
University of Rochester	Research Consultant	$75 per day x 5 days	375
Brighton Public Schools	Tuition	$25 per student x 42 students	1,050
Brockport Campus School	Tuition	$70 per student x 75 students	5,250
West Irondequoit Public Schools	Tuition	$450 per student x 13 students	5,850
Burroughs Corp.	Computer time	$18 per hour x 8 hours.	144

4.3 Research Supplies including Tests

Item	Quantity	Unit Cost	Total Cost
Answer sheets for statewide testing program	15,000	$ 6.50/M	$ 98
Data processing cards	42,000	1.25/M	53
Gummed labels	17,000	6.25/M	106
Class lists	1,000	29.00/M	29
Misc. testing materials			100

4.0 Other Services, Equipment and Supplies (Cont.)

4.4 Clerical Supplies

Item	Quantity	Unit Cost	Total Cost

It is estimated that approximately $100 will be needed for clerical supplies.

6.0 Other

Loss of state aid without reduction in operating expense to City School District - $254 per pupil times 12 pupils	$3,048

7.0 Total Cost $103,624